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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles deal with a variety of topics, including the following: (1) factors affecting interpersonal attraction and perceived appropriateness; (2) the effect of self-esteem, relationship satisfaction, conceptual complexity, and present relationship communication patterns on the learning of communication skills; (3) communication style and versatility as predictors of dyadic trust and attraction; (4) reciprocity of self-disclosure; (5) unitization, self-monitoring, and the processing of conversational sequences; (6) parent-caregiver communication in two kinds of day care settings; (7) synectics as a solution-centered approach to small group discussion; (8) communicative behavior in the development of cross-cultural friendships; (9) the effects of anxiety-arousing messages in groups on qualitative dimensions of feedback in high and low communication apprehensive individuals; (10) the therapeutic effect of the self-disclosure technique in the rehabilitation of disabled individuals; (11) orientation situation, communicating, and accuracy in group problem solving; (12) mother-child communication and the acquisition of deixis; (13) interpretive themes in relational communication; (14) power orientation and communication behavior; and (15) misunderstandings in conversations between adults and children. (FL)

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Interpersonal, Nonverbal, and Small Group Communication

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1982 (Vol. 42 Nos. 7 through 12)

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SELF-DISCLOSURE: FACTORS AFFECTING INTERPERSONAL ATTRACTION AND PERCEIVED APPROPRIATENESS

Order No. 8128759

BAILE, SUSAN MYNETTE, PH.D. *University of Kansas*, 1981. 200pp.

Many theorists have proposed that people will like better those who disclose more of themselves than those who disclose relatively little. Some of the many factors thought to influence this relationship are the intimacy level of the disclosure, the negativity or positivity of the disclosure, and the nature of the relationship between the discloser and the recipient. However, experimental tests of these variables and the hypothesized interrelationships among them have not produced consistent results.

Similarly, "appropriate" disclosure is often cited as a fundamental process in the development of interpersonal relationships. Yet, precisely what variables are most influential in affecting perceptions of disclosure appropriateness/inappropriateness has not been clearly articulated.

This investigation was designed to further our knowledge about the factors affecting the relationship between self-disclosure and interpersonal attraction as well as the factors affecting perceptions of disclosure appropriateness/inappropriateness. In addition to looking at the effects of intimacy level and valence of disclosure on subjects' attraction to a discloser and their perceptions of disclosure appropriateness/inappropriateness, this study expanded past conceptualizations to include consideration of (1) whether the disclosure is related to the ongoing interaction and/or relationship, or whether it is past-oriented and unrelated to the ongoing interaction and/or relationship, and (2) whether or not the disclosure is prefaced by a statement that orients the recipient to the meaning of the disclosure for the discloser, and/or the intentions of the discloser in disclosing. In addition, this study looked at disclosure in the context of two distinct types of relationships, as opposed to the more common designations of relationships as between strangers, acquaintances or friends.

240 subjects read a transcript of a conversation described as one of the first interactions between two women. The transcript ended with the self-disclosure of one of the women. Subjects then responded to several scaled questions assessing their attraction to the discloser and the perceived appropriateness/inappropriateness of her disclosure.

Analyses of variance were performed for the dependent measures. Two results seem especially significant. First, although prior research has found that the disclosure of intimate negative information often leads to dislike and/or is seen as inappropriate, in this study such disclosures were related to disliking and seen as inappropriate only when they were not related to the ongoing interaction and/or relationship. When intimate negative disclosures were related to the ongoing interaction and/or relationship, they were seen as very appropriate, and the discloser was liked as much as when positive information was disclosed.

Second, prefacing a disclosure with a statement that orients the recipient to the meaning of the disclosure for the discloser and/or the discloser's intentions in disclosing, was significantly related to liking when the relationship was relatively long-term in nature. Also, subjects perceived the disclosures in this condition as more appropriate than those in the other three conditions. In contrast, the presence or absence of an "orientation statement" did not affect liking or perceived appropriateness/inappropriateness when the relationship was short-term in nature.

Implications for future research, including the value of distinguishing between authenticity and self-disclosure, were discussed.

THE EFFECT OF SELF-ESTEEM, RELATIONSHIP SATISFACTION, CONCEPTUAL COMPLEXITY AND PRESENT RELATIONSHIP COMMUNICATION PATTERNS ON THE LEARNING OF COMMUNICATION SKILLS: A FIELD STUDY

Order No. DA8203403

BAUGHMAN, DONALD ALLEN, PH.D. *University of Illinois at Urbana-Champaign*, 1981. 294pp.

This study explored the relationship between several individual personality and relationship variables and the ability of participants in the psychoeducational program, Couple Communication (CC), to learn and to integrate into their communication repertoires with their partners specific communication skills. Individual measures of relationship adjustment, self-esteem, conceptual complexity, and present relationship communication patterns, along with the demographic variables of age, sex, type of relationship (i.e., married, living together, close friends, or other), number of yeears in the relationship, number of children and socioeconomic status served as independent variables. Individually and collectively these variables were used to attempt to predict the individual participant's ability to integrate CC skills into their communicational behavior repertoire, as measured by the Couple Communication Skills Coding System (developed by the researcher) applied to pre and post 15 minute samples of each couple's communication interaction in the context of discussing a present problem or concern chosen from a relationship problem checklist.

As a group, study participants increased their scores on relationship adjustment and relationship communication patterns, confirming former research findings on the positive effects of Couple Communication. Coding system outcome scores behaviorally documented some improvement in the use of positive communication skills. Conceptual complexity scores did not change significantly; self-esteem scores decreased, pre to post, contradicting former research findings, and suggesting the need for further investigation of this construct and this self-esteem measure as it relates to the questions in this study.

None of the construct variables (relationship adjustment, self-esteem, conceptual complexity or present relationship communication) significantly predicted which participants would change toward more positive use of the communication skills taught. In terms of the demographic variables, married persons of higher SES appeared more successful in the course. Duration of the relationship and having children also tended to be associated with greater success in larning and using Couple Communication skills. Positive growth in the use of CC skills was divided almost equally between diminishing negative and increasing positive communication behaviors. Comparing self-report evaluations of the CC program with the measures of success used in this study led to contradictions. All participants reported positive effects of the course while self-report construct and behavioral observation outcome measures documented only about half the participants showed more positive communication and relationship patterns.

Application of the Couple Communication Skills Coding System to couple's pre and post 15 minute communication samples, divided into five minute segments, led to the unexpected finding of the noncomparability of pre and post five minute samples. This strongly suggested that five minutes is not an adequate length of time for observing dyadic interaction for obtaining a reliable sample of a person's communication behavior patterns and repertoire. This raises serious questions concerning the methodology of much interaction analysis research, utilizing five minutes or shorter behavior samples.

This study combined the use of self-report personality and relationship construct measures with behavioral observation of communication to measure the success of participants in improving their communication behavior patterns and repertoire with their partner. In addition to providing a more robust outcome measure of program success than did previous CC research, important methodological issues were raised regarding the self-esteem construct and the use of five minute samples of communication interaction as a reflection of actual communication behavioral patterns and repertoires. None of the personality or relationship construct variables successfully predicted success in the CC program however; marital status, socioeconomic status, having children and duration of the partner relationship were related to positive growth in the use of CC skills.

COMMUNICATION STYLE AND VERSATILITY AS PREDICTORS OF DYADIC TRUST AND ATTRACTION

Order No. 8121429

CHITWOOD, ANDREW PRESTON, PH.D. *University of Denver*, 1981. 169pp.

The focus of the dissertation was upon the relational nature of interpersonal communication. The purpose of the study was to discern the relationship between communication style, versatility, trust, and attraction. The data were gathered in two contexts--supervisor-subordinate and marital. The data were analyzed at three levels. The dimensional level concerned the relationship between responsiveness, assertiveness, versatility, trust, and attraction. Responsiveness and versatility were found to be positively related to each other and to trust and attraction. Assertiveness was related to task attraction only. The style level of analysis concerned the difference between means of the four styles of communication on trust, attraction, and versatility. The "high responsive" styles of amiable and expressive were found to have significantly higher trust, attraction, and versatility means. The dyadic level of analysis concerned how each style, taking into consideration the style of the rater, rated all styles. The "high responsive" styles were found to have significantly higher social attraction, trust, and versatility means. Task and physical attraction were not significant. The study concluded that responsiveness and versatility were viewed as interpersonal rewards in a relationship.

RECIPROCITY OF SELF-DISCLOSURE: A SEQUENTIAL ANALYSIS

Order No. DA8212523

DINDIA, KATHRYN ANN, PH.D. *University of Washington*, 1981. 103pp. Chairperson: Dr. Malcolm R. Parks

Reciprocity of self-disclosure is defined conceptually as mutual contingency of self-disclosure, A's self-disclosure to B elicits B's self-disclosure to A, and vice versa. A review of the literature provided evidence that the reported self-disclosure of members of familial and social relationships is related, that the observed self-disclosure of strangers interacting in dyads and small groups is related, that an experimenter's or confederate's self-disclosure has a positive effect on a subject's reported willingness or intent to self-disclose, and that an experimenter's or confederate's self-disclosure has a positive effect on a subject's observed self-disclosure. These findings have been interpreted by some as evidence of reciprocity of self-disclosure. However, none of the above findings provides evidence that self-disclosure is reciprocal. A and B's self-disclosure may be related without being contingent, and A's self-disclosure may have a positive effect on B's self-disclosure without this effect being mutual.

In order to test adequately reciprocity of self-disclosure, the present study was performed. Each of eight subjects who were unknown to one another, was randomly paired with three of the other subjects, and the twelve resulting dyads engaged in a series of three half-hour conversations held at one-week intervals. The conversations were audio-tape recorded and coded by trained coders. The coding system provided a sequential record of (1) who was speaking, and (2) whether the speaker was engaging in self-disclosure or non-self-disclosure. Lag Sequential Analysis was employed to test whether A's self-disclosure increased the probability of B's subsequent self-disclosure, and vice versa. The results of the data analysis indicated that A's self-disclosure did not increase the probability of B's subsequent self-disclosure, and vice versa. Thus, this study found no evidence indicating that self-disclosure is reciprocal.

UNITIZATION, SELF-MONITORING, AND THE PROCESSING OF CONVERSATIONAL SEQUENCES

Order No. DA8204902

DOUGLAS, WILLIAM, PH.D. *Northwestern University*, 1981. 140pp.

This study examined the manner in which high and low self-monitoring persons decompose ongoing typical and atypical interaction sequences. Snyder's (1974) Self-Monitoring scale was used to define subjects as either high or low self-monitors while Newtson's (1973) button-pressing technique was employed to measure subjects' partitioning of the sequences. Dependent variables were, therefore, unitization rate together with measures of recall, attribution, and social performance.

Analysis of the data indicated that performance of the unitization task significantly reduced subjects' ability to recall information that had been presented verbally, particularly amongst those subjects who viewed the typical encounter. Thus, the proposition that the button-pressing technique offers a reliable and non-reactive means of discovering the way in which persons decompose interaction sequences was not substantiated.

Comparison of responses made by high and low self-monitors revealed no significant difference between the groups in regard to either unitization rate or overall recall. However, the analysis did demonstrate that (1) low self-monitors made more favorable attributions of the female target than did their high self-monitoring counterparts; (2) attributional confidence regarding both targets varied as a function of an Interaction Type X Self-Monitoring interaction such that high self-monitors reported more confidence subsequent to viewing the atypical interaction while low self-monitors exhibited greater confidence following the typical sequence; and (3) high self-monitors in the "typical" condition generated more responses to a hypothetical social advance than did subjects in the other experimental groups. These findings are discussed in conjunction with previous research.

PARENT-CAREGIVER COMMUNICATION IN TWO KINDS OF DAY CARE SETTINGS

Order No. DA8210489

GONCHAR, ELLEN C., PH.D. *Temple University*, 1982. 103pp. Major Adviser: Susan Wheelan

This study explored parent-caregiver communication in two kinds of day care settings: neighborhood-based and employer-sponsored on-site care. Proximity of the center to the parent's workplace or home is the distinguishing variable. It was thought that this variable might be associated with the frequency of communication and the diversity of topics discussed between caregiver and parent, as well as their respective levels of satisfaction with that communication. Parent-caregiver communication in employer-sponsored on-site day care centers was compared to that in neighborhood-based centers. The relationship between site and the amount of communication in terms of frequency of contact and diversity of topics discussed was tested, as was the relationship between the amount of communication between parent and caregiver and their relative satisfaction with that communication.

Data was collected from 134 parents and 36 caregivers from four day care centers serving a middle class population. Two of the centers were employer-sponsored on-site and located in Washington, DC. Two were neighborhood-based and located in Prince George's County, Maryland. Data regarding frequency of communication by topic and satisfaction with the current level of parent-caregiver communication was gathered by means of questionnaire, caregiver report, observation, and structured interview.

Significant positive relationships were predicted among the three dependent variables: frequency of contact, diversity of topic, and level of satisfaction with communication. It was further hypothesized that parents and caregivers of children at employer-sponsored on-site centers would communicate more frequently, about more topics, and be more satisfied with their communication than parents and caregivers of children at neighborhood-based centers. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of school) UMI

SYNECTICS: A SOLUTION-CENTERED APPROACH TO SMALL GROUP DISCUSSION

Order No. DA8206560

GRAY, BENNIE LYNN, PH.D. *Ohio University*, 1981. 202pp. Director of Dissertation: Ray E. Wagner

The purpose of this study is to investigate the potential significance of synectics to small group discussion in the field of Speech Communication. More specifically, the problem of this inquiry is to determine in what way might synectics provide a perspective of discernable advantage from which to view small group problem-solving in Speech Communication?

Temporal limitations of this inquiry include reviewing pertinent small group discussion literature from 1939-1976 and 1956-1976 for synectics literature. The conceptual limitation of this study examines the relation between problem-solving and synectics while the contextual limitation examines problem-solving and synectics while the contextual limitation examines problem-solving within the domain of small group discussion in Speech Communication.

In Chapter II, discussion texts from a thirty-seven year period (1939-1976) were examined to determine: (1) the origin and development of small group discussion, (2) the first text to associate John Dewey's reflective thinking pattern to discussion, (3) the variations of Dewey's reflective thinking pattern as presented in the literature; and, (4) the research associated with various problem-solving patterns of discussion.

Chapter III provided an alternative approach to the reflective thinking pattern of problem-solving. That alternative was synectics. Literature of W. J. J. Gordon, expressed by $\text{synectics}_{(g)}$, was compared to George M. Prince's literature, $\text{synectics}_{(p)}$, to determine similarities and differences. An overview of various problem-solving approaches in discussion literature were outlined. It was determined that both $\text{synectics}_{(g)}$ and $\text{synectics}_{(p)}$ were representative of solution-centered problem-solving approaches, but only $\text{synectics}_{(g)}$ satisfied the criteria of a creative approach. After considering the relative strengths and limitations each potentially bring to small group discussion, a determination was made in favor of $\text{synectics}_{(p)}$.

Chapter IV addresed the similarities and differences between $\text{synectics}_{(p)}$ and the reflective thinking pattern. $\text{Synectics}_{(p)}$ was also compared to methods of discussion, techniques of discussion, and techniques for achieving individual development. The chapter provided a summary of the specific points at which $\text{synectics}_{(p)}$ can contribute to small group discussion. The limitations of $\text{synectics}_{(p)}$ to small group discussion were also discussed.

Chapter V provides a summary of the inquiry to include specific recommendations made by the researcher suggesting ways in which modifications of the $\text{synectics}_{(p)}$ procedure can provide greater pertinence to small group discussion. The potential contribution of $\text{synectics}_{(p)}$ to other areas within Speech Communication are mentioned along with those areas relating to Speech Communication such as therapy, management, and education. In spite of the diverse applications of $\text{synectics}_{(p)}$ and the strengths it brings to small group discussion, $\text{synectics}_{(p)}$ offers no panacea for all types of problems which groups might encounter.

COMMUNICATIVE BEHAVIOR IN THE DEVELOPMENT OF FRIENDSHIP: A CROSS-CULTURAL PERSPECTIVE

Order No. DA8210198

HAMMOUD, MOHAMMED-NAZIH IZZIDEEN, PH.D. *Purdue University*, 1981. 385pp. Major Professor: Ralph Webb, Jr.

This study explored the communicative behavior in the development of interpersonal relationships between and within cultures. The study began by mapping perspectives and approaches to development in human relationships. The connection between communicative behavior and interpersonal relationships was described, models of relational development were identified, and conceptualization of dimensions of communicative behavior in the development of interpersonal relationships was presented.

The focus was on communicative behaviors in the development of relationships from acquaintanceships to close friendships between and within two cultures. The data were obtained from American and Middle Eastern subjects at an intra, cross, and projected cross-cultural level. Each subject completed six forms of a 30-item questionnaire, one form on each of the two relationship types at each of the three levels.

Analysis of communicative behavior progressed in three phases: (1) an examination of the patterns which characterize the nature of Americans' and Middle Easterners' communicative behavior descriptive systems in the development of their intra, cross, and projected cross-cultural relationships; (2) an exploration of the dimensions of communicative behavior in relationship development at the three levels; and (3) an examination of the impact of culture and personal demographics on Americans' and Middle Easterners' communicative behaviors during the development of their relationships from acquaintanceships to close friendships.

Results revealed differences between and within the American and Middle Eastern cultures. Americans and Middle Easterners perceived the dimensions and patterns of communicative behavior differently during the development of their relationships.

Results also revealed that the generality of a useful, applicable intra-cultural system of communicative behavior is doubtful, while that of a cross or projected cross-cultural system is possible in the development of friendship relationships across cultures.

Replication of this study with different populations, types of relationships, and settings; precise, objective operationalizations of variables; and conceptualizations of trans-cultural dimensions and factors were suggested for the formulation of a model of friendship development across cultures.

THE EFFECTS OF ANXIETY-AROUSING MESSAGES IN GROUPS ON QUALITATIVE DIMENSIONS OF FEEDBACK IN HIGH AND LOW COMMUNICATION APPREHENSIVE INDIVIDUALS

Order No. DA8203674

HARRIS, JAMES DAVID, PH.D. *The University of Florida*, 1981. 106pp. Chairman: Anthony J. Clark

The purpose of this study was to explore the effects of anxiety arousing messages on the quality of group feedback when presented in groups composed of high and low communication apprehensives. The experimental design was a 2 x 2 analysis of variance determined by the level of communication apprehension (high-low) and type of stimulus statement (unequivocal personal commitment-facetiousness). Trained confederates injected the predesignated stimulus statements into three-person groups, one of the three individuals being the confederate. Leathers' Feedback Rating Instrument (1969) was employed in the analysis of the first five feedback responses following the injection of the stimulus statement.

Three trained judges evaluated the audio-tape recordings of the group discussions. Overall reliability coefficients between the three judges on each scale item across all groups were found to be quite low. The experimenter then recruited two expert judges to rate the groups' verbal behaviors. As was the case with the initial three judges, the reliability coefficients between the two expert judges were quite low. The test of hypotheses consisted of the separate evaluations of each of the two expert judges for each scale item.

Results indicated that high communication apprehensives exhibited less relevancy, atomization, fidelity and involvement as well as greater tension in their feedback responses to anxiety around messages than did low communication apprehensives. Since the interjudge reliability coefficients indicated that all the judges were not rating the same verbal behaviors in similar ways, discussion of these results focused on the validity of the Feedback Rating Instrument as a measure of small group communication process.

THE THERAPEUTIC EFFECT OF THE SELF DISCLOSURE TECHNIQUE IN THE REHABILITATION OF DISABLED INDIVIDUALS (AN ANALYSIS OF COMMUNICATIVE BEHAVIOR)

Order No. DA8204068

HOLMES, ROBERT, JR., PH.D. *State University of New York at Buffalo*, 1981. 281pp.

It is here suggested that there exist widespread misconceptions about the personal qualities of disabled individuals who want the opportunity to make it on their own. Self concept and understanding involve a system of attitudes toward the self and body image; persons project and express values, needs and feelings whenever they understake tasks in life. While history records many instances of self pride and positive self esteem of the disabled in general, many of this population are psychologically categorized into personality modes. Traditional analysis of communicative behavior between counselor and client focus upon the individual as stimulated by, and responding with language to ascertain what goes on inside the individual, frequently studied the observable events occurring between the individual (Laffal, 1965). He noted that in either case, what language does for and what language does to the individual are the questions of importance. The approach of this study is based on the notion that the necessary requisite for effective communication and rehabilitation is to focus on verbal feedback from autobiographical accounts of disabled individuals where circumstances are differentiated, isolated and categorized into feelings, feeling kind and clustering activity. All face to face interaction has been recorded on audio tape, transcribed into a text and subsequently analyzed and organized as to how the respondent felt and how analysis of audio and video specimens offered much to the primary agent's (counselor) ability to act as trainer for client to achieve indepth clarification, self understanding of his own verbal material.

The respondents' response provide the experimental base in communicating empathic understanding. Respondents are felt to achieve empathic understanding when one can identify the feeling tone communicated by the self. The self disclosure techniques greatly improve the quality of life and communication between counselor and client.

ORIENTATION SITUATION, COMMUNICATING, AND ACCURACY IN GROUP PROBLEM-SOLVING

Order No. DA8212563

KIM, HAK SOO, PH.D. *University of Washington*, 1982. 125pp. Chairperson: Professor Merrill Samuelson

This study related communicating acts to accuracy in a group problem-solving context. It focused on four postulates of communicating: (1) communication functions as information exchange; (2) information as content is carried by communicating acts; (3) one person usually picks up some information transmitted by another; and (4) successive communicating enhances the accuracy of estimating each other's orientations.

Orientation was to a problematic situation conceptualized as a systemic structure composed in sequence of Antecedent, Problem, and Consequent sectors. An orientation situation was represented by filling in each sector, using Carter's picture language (PIX). PIX involves identifying elements and relations in the orientation. Communicating was explicated into concepts of act, content, and action. Of these, acts were focal in this study. Accuracy was correspondence between one's estimate (PIX) of the other's orientation and the other's actual orientation (PIX). Two hypotheses were formulated: (1) accuracy would be greater with more communicating acts, and, (2) accuracy would be greater with equal distribution of communicating acts over actors.

Each group consisted of three members (two naive subjects, A and B, and a confederate, C). Communicating occurred non-face-to-face to reduce interpersonal involvement. Inflation and academic performance were chosen as two major problematic situations. Before discussing these situations, each group member prepared a PIX of his own orientation to each problematic situation. Then, each triad discussed each problematic situation via written messages over three periods (dealing with one orientation sector in each period). After each period, others' orientations were estimated by each, using PIX. The estimated PIXs were compared with actual PIXs to measure accuracy.

Hypothesis I (More vs. Fewer acts) was supported--most strongly for inflation, the Consequent sector, elements, and persons A and B re person C. On the other hand, Hypothesis II (Equal vs. Unequal) was supported only for academic performance, the Consequent sector, elements, and persons A and B re person C.

MOTHER-CHILD COMMUNICATION AND THE ACQUISITION OF DEIXIS

Order No. DA8210926

LEVINE, LINDA NEW, PH.D. *New York University*, 1981. 246pp. Chairman: John S. Mayher

The deictic system in adult grammar is a complex one. Words such as *this/that/here/there* have shifting reference points and involve a system of rules regarding proximity of the referent to the speaker. In spite of their complexity, children begin to use deictic terms very early in the language acquisition process. This study attempts to take a "snapshot" of five children in the beginning stages of language development in communication with their mothers and to describe the deictic acquisition process in these children in a natural language context.

Five mother-child dyads were videotaped in a playroom setting and the language and situational context transcribed. The ages of the children ranged from 30:16 to 32:25 (months and days). The deictic data for the terms *this/that/here/there* were analyzed for the expression of two distinctions in the speech of the children and their mothers: the demonstrative-adverbial distinction and the proximal distinction. The semantic intentions indicated by the deictic terms were identified. The data were further analyzed for evidence concerning Braine's theory of positional patterns (1976) as it relates to deixis. A final analysis compared each mother's deictic language to that of her child.

Results indicated that all of the children possessed a deictic for the demonstrative distinction and most of them used a deictic for the adverbial distinction. Only one of the children showed evidence of understanding proximity rules for the four deictic terms.

Evidence of positional patterning was found which indicated that the children were most likely acquiring deixis through a strategy of attaching one meaning to one deictic term within a positional pattern.

A final comparison of deictic term and deictic pattern choices between each mother and child found a great deal of similarity between mother-child deictic choices. Possible contributing factors in the speech of the mothers for deictic acquisition in the children include: (1) Preference for deictic terms over lexical labels, (2) Consistency of deictic term and deictic pattern preference, (3) Saliency of deictic term position, (4) Context of explicit reference.

Implications for teaching English to young second language learners are discussed.

EFFECT OF COMMUNICATED BELIEF CONGRUENCE, PREJUDICE, AND ATTRACTIVENESS ON SOCIAL CHOICE

MOHAJER-SHOJA'I, FARIDEH, PH.D. *University of Southern California*, 1981. Chairman: Professor Edward M. Bodgken

This investigation reviews relationships among communication, prejudice, and social choice of work-partner for Southern White subjects and Hispanic confederates. The study also tests the effect of agreeing-disagreeing belief related messages, subject's assessment of nonverbal attractiveness emitted by confederates, and subject's self-report of previous communication contact with Hispanics in two topic conditions, relevant and irrelevant to the Hispanic culture. Measures of the subject's previous communication contact with Hispanics were used to determine the two-levels of attitude-prejudice and belief-prejudice for prejudiced subjects. Interaction between these variables and some demographic variables were investigated. The data suggested a resounding effect for communication of agreement on choice of work-partner and indicated complex relations among these and prejudicial attitude and prejudicial belief. The conceptual distinction between attitude-prejudice and belief-prejudice was verified by the data.

INTERPRETIVE THEMES IN RELATIONAL COMMUNICATION

Order No. DA8212602

OWEN, WILLIAM FOSTER, PH.D. *University of Washington*, 1982. 285pp. Chairperson: Professor John Stewart

This study interprets some meanings people have for the concept "relationship," as revealed in the terms they use to describe their own relationships. The goal of the study is to broaden our conceptualization of relational communication. The researcher asked the question: "What are the themes of communication people use to characterize their relationships?"

This study differs from previous research on relationships in two ways. First, it expands the concept of relational communication beyond the "control-style" dimension. This expansion results from a shift in focus from styles of communication to relational meanings. Second, this study offers a conceptualization of relational communication based on laypersons' talk about their relations, rather than on their responses to prestructured scales.

An interpretive framework based on Paul Ricoeur's text interpretation theory is given as a rationale for the research procedures. The study employed three report tasks to generate oral and written descriptions which were then treated as texts needing interpretation. The three tasks used in the study were: (1) audiotaped dyadic discussions, (2) audiotaped group discussions, and (3) individually written relationship logs. The fifty-five reports or "texts" collected in the study involved 118 participants and were collected with the assistance of seventy-six contact persons. There was a concentrated effort to maximize participant differences on age, sex, ethnicity, education, occupation, marital status and duration of relationship. The reports were read or interpreted as texts in three phases: (1) a random ordered, non-stop reading, (2) a second random ordered reading during which the texts were interrogated using the research question, and (3) a construction of verbatim accounts juxtaposed with thematic explanations.

The study resulted in the identification of seven themes participants use to characterize their relationships: (1) commitment to the relationship, (2) involvement in the relationship, (3) relationship-as-[illegible], (4) relationship-as-unique/special, (5) relationship-as-fragile, (6) relationship-as-consideration/respect, and (7) relationship-as-manipulation.

The study explicates each theme. In addition, themes are combined to gain further understanding of relationships, and the benefits of viewing the meanings of the seven themes as communicator styles are explored. Finally, the study examines the potential for analyzing and interpreting discourse as a text.

POWER ORIENTATION AND COMMUNICATION BEHAVIOR

Order No. DA8209759

PASTRICK, MIRIAM MCMULLEN, PH.D. *University of Denver*, 1981. 116pp.

The purpose of this study was to investigate the question, "Is the way that individuals view or conceptualize power reflected in their group communication?" To answer this question the following procedure was followed. The Cavanaugh, Goldberg, Larson Power Orientation Scale was administered to a sample of undergraduates at the University of Denver. The students in this sample were then organized into four-person discussion groups. Each group was given the same discussion task. Next, the message behavior of the group members was coded by observers from behind a one-way mirror. The observers used the Bales IPA Category System to categorize the message behavior of each group member. Two series of correlations were run to analyze the data: (1) The absolute frequency data (the exact number of responses in each Bales IPA category) were correlated with each of the six power orientation scores; (2) The ratio data (the percentage of the total number of responses that the responses of each IPA category represented) were correlated with each of the six power orientation scores.

The study found support for the hypothesis that there is a relationship between an individual's power orientation and his/her communication behavior in a group context. Significant but low correlations were found in both the ratio and the absolute frequency data sets between: (1) "power as good" and "gives opinion," (2) "power as resource dependency" and "dramatizes," (3) "power as instinctive drive" and "friendly," and (4) "power as charisma" and "seems friendly."

THE RELATIONSHIP BETWEEN THE INTELLECTUAL AND SOCIAL COMPETENCE OF YOUNG CHILDREN AND THEIR MOTHERS' LEVELS OF COMMUNICATIVE BEHAVIOR WITH AND THEIR COMMUNICATIVE ATTITUDES TOWARD CAREGIVERS

Order No. DA8209929

POLLMAN, MARY JO, PH.D. *The Florida State University*, 1982. 128pp. Major Professor: Virginia P. Green

The purposes of this study were to determine whether there is: (1) a difference between the intellectual and social competence of young children and the levels of communicative behavior of their mothers with caregivers, (2) a relationship between the intellectual and social competence of young children and the attitudes of their mothers toward communication with caregivers, and (3) a relationship between the attitude scores of mothers toward communication with caregivers and the mothers' communicative behavior with caregivers. The subjects were 47 full-time day care children who were 2 years 8 months to 4 years 0 months and their mothers. The children had been enrolled for less than six weeks in day care.

To test the hypotheses, four instruments were used. The Parent Attitude Toward Caregiver Communication was completed by the parents to measure attitudes toward communication with the caregiver. The Parent Participatory Communication Checklist was completed by the caregivers to measure frequency of communication of mothers with the caregiver. The McCarthy Scales of Children's Abilities was administered to test intellectual competence. The Harvard Preschool Project's Social Competence Checklist was given to measure social competence.

Findings indicate a significant difference between the intellectual and social competence scores of young children and the levels of communicative behavior of their mothers with caregivers. There was a significant relationship between the: (1) communicative attitude scores of the mothers and the intellectual and social competence scores of their children, and (2) communicative attitude scores of the mothers and the communicative behavior of the mothers.

For this sample, it was found that as children scored higher on intellectual and social tests, their mothers made increased efforts to become knowledgeable consumers of day care service for their children. The results suggest that the mother-caregiver interaction is highly attitudinal.

HETEROSOCIAL COMMUNICATIVE BEHAVIOR: THE DEVELOPMENT OF AN ASSESSMENT INSTRUMENT

Order No. DA8208372

PRISBELL, MARSHALL, PH.D. *The University of Nebraska - Lincoln*, 1981. 194pp. Adviser: Gustav Friedrich

This investigation developed a 50-item, seven-interval, Likert-type assessment instrument to measure heterosocial behavior. The eight dimensional measure taps the domains of conditioned anxiety, heterosocial apprehension, heterosocial expectation, heterosocial importance, heterosocial skills, physical attractiveness, activity, and proximity. Construct validity was supported for all dimensions but conditioned anxiety and heterosocial importance. Predictive validity was assessed by means of canonical correlational analysis. Results indicated the emergence of two significant canonical variates. The first canonical variate indicates that heterosocial importance, activity, proximity, heterosocial apprehension, and heterosocial skills predict heterosocial satisfaction and heterosocial quantity while the second canonical variate indicates that conditioned anxiety and physical attractiveness predict heterosocial satisfaction. While these relationships are significant, they account for only a small amount of variance (i.e., 28 percent and 14 percent respectively).

Plausible explanations for limited predictive power are: (1) the canonical correlation vector for the relational practices variables is not adequate due to low correlations among the relational practices variables; (2) the relationship between the relational practices variables and heterosocial satisfaction and heterosocial quantity are moderately low; and (3) the criterion variables used in this investigation may lack content validity.

Additional research should study other heterosocial assessment measures (i.e., behavioral measures, self-monitoring and self-ratings, and peer-ratings) which can be used for researching the area of minimal dating. In addition, future research needs to examine various treatment approaches, both in package and component form, and the relational practices variables, so as to better place individuals in appropriate treatment programs.

MISUNDERSTANDINGS IN CONVERSATIONS BETWEEN CHILDREN AND ADULTS

Order No. DA8212115

STRATOS, GEORGETTE ANTIGONE, PH.D. *University of California, Berkeley*, 1981. 207pp.

This research was undertaken in order to provide descriptive information relevant to some of the theoretical concerns of developmental sociolinguistics. It was proposed that analysis of misunderstandings in conversations between children and adults would reveal information regarding the development of communicative competence. Misunderstandings occurring in conversations between adults and eight children aged 2-8 in home settings were analyzed both in terms of their immediate sources and their frequency as a function of age using a microanalytic, multi-level approach to the description of communicative behavior.

Eight categories for describing the sources of observed misunderstandings were developed inductively. These included background noise, phonological sources, lexical sources, grammatical/sematic sources, referential sources, attention getting/conversational timing, addressee confusion, and speech act interpretation. Analysis of the relative frequency or occurrence of each source in adults' misunderstandings of children (C→A misunderstandings) as compared to children's misunderstandings of adults (A→C misunderstandings) revealed information about the relative importance of these sources as determinants of misunderstandings.

The most frequently identified sources in both C→A and A→C misunderstandings were phonological and referential, whereas grammatical/semantic, attention getting and addressee problems were relatively infrequent in both participant groups. The frequency of both lexical sources and speech act misinterpretations was substantially higher among A→C than C→A examples. Interpretations of these findings required more detailed analysis of examples within each source type. This revealed differences in the communicative performance of children and adults which were explained in terms of underlying differences in interpretive frames, knowledge of signaling conventions, and cognitive performance factors (information processing capacity, attentional focus and egocentrism). Analysis of the frequency of A↔C misunderstandings revealed a decrease in occurrence as a function of the child's age. This trend was interpreted to reflect increased overlap in children's and adults' communicative systems. Attempts to investigate the specific age trends within source types were limited by insufficient numbers of examples in some categories. However, developmental hypotheses for further testing were generated by the analysis.

The major contribution of this study was to demonstrate the value of this type of microanalytic study of misunderstandings in providing evidence, at multiple levels of communicative behavior, of the development of children's ability to produce cohesive discourse.

THE ISSUE-EVENT DISTINCTION AS AN ASPECT OF CONVERSATIONAL COHERENCE: A RULE AND ITS SCOPE CONDITIONS

Order No. 8126663

TRACY, KAREN, PH.D. *The University of Wisconsin - Madison*, 1981. 414pp. Supervisor: Associate Professor Dean E. Hewes

According to Grice, people use rules to guide their conversational behavior. One of the most important of these is the relevancy rule; that is, conversationalists should make their remarks relate to their partners. Six experiments were conducted to define more precisely what this rule means and to test hypothesized explanatory bases. Drawing upon the discourse literature, two competing bases for the conversational rule were identified. The "local" basis proposes that coherence in conversation is the result of cohesive and within-sentence mechanisms and generates a conversational rule that states, "make your comments relate to the last thing your partner says." The "global" basis proposes that the connectedness of conversation is the result of organization above the level of sentence pairs and generates a conversational rule that states, "respond to the main point of your partner's conversation." A conversational structure was described that permits people to determine the main point of the discourse; the structure consists of two units, issues and events, where an issue refers to a general principle or activity and an event refers to a particular episode or example. It was argued the conversational rule generated by the global framework and in particular the issue-event structure, was more likely to be the rule people actually follow since it was consistent with discourse-processing principles. Experiments 1 and 2 tested this claim. Experiment 1 found people made topicality judgments as predicted by the global structure. Experiment 2 demonstrated the relevancy rule generated by the global structure was the one people used to evaluate the appropriateness of conversational responses.

Experiments 3, 4, and 5 examined the contexts under which the relevancy rule applies. Two scope conditions were identified. The first, grounded in cognitive principles, was the comprehensibility of the discourse: when the speaker's message is easily understood, the relevancy rule is in effect. The second, grounded in social principles, was the importance of the message to the speaker: when the message is important to the speaker, the relevancy rule also is in effect. Experiment 3 tested the claimed applicability of these scope conditions and found that discourse comprehensibility influences the degree to which the relevancy rule applies but message importance does not.

Experiment 4 demonstrated that the reason discourse comprehensibility influences when the relevancy rule applies is that successful inference of the conversational issue is less likely when the discourse is difficult to comprehend. Experiment 5 tested whether message importance influences the rule by decreasing people's motivation to comply with it. No support was found for this hypothesis; rather, the relevancy rule was found to be equally in effect across the two levels of message importance.

Experiment 6 tested whether the relevancy rule would predict people's actual conversational behavior as well as their judgments of appropriateness and competence. This, in fact, was found to be the case. When the speaker made the point clearly conversants responded to the issue more frequently than to the event. In addition, the role of comprehensibility as a scope condition received further support. When speakers failed to make their points clearly, conversants extended the event more frequently than when the conversation was easily comprehended. Qualitative analysis suggested people use a variety of strategies to avoid explicitly violating the relevancy rule when they find it difficult to follow.

In summary, these six experiments provide strong evidence for the existence of the relevancy rule predicted on the global basis and the role of discourse comprehensibility in determining when it applies. The implications of this research for a theory of conversational coherence, for the value of a rules perspective in pursuing research, and for the training of competent communicators are discussed.

COMMUNICATION AND RELATIONSHIP: THE SMALL TALK OF INTIMATES AND OF STRANGERS

Order No. 8128474

TRAYNOWICZ, LAUREL LYNN, PH.D. *The University of Iowa*, 1981. 214pp. Supervisor: Professor John Waite Bowers

This study examined communicative behaviors which characterized the small talk of intimate and of stranger dyads. The impetus for this study came from Georg Simmel's ideas on social form as it frames interactions. I focused my observations on the following communicative variables: lexical diversity, language intensity, use of the term "we," and verbal and nonverbal codes. Previous research and theory on these variables indicated that there was reason to expect differences between relationship types.

Subjects were twenty University of Iowa students and twenty intimate friends of students. Each subject participated in both conditions in this study--intimate and stranger. Subjects defined themselves, on the basis of the description in the call for subjects, as intimates. Subjects played a different game at two separate times with their intimate friend and with a stranger. The videotape camera recorded not only the game-playing behavior; it also recorded small talk for two minutes before and two and one-half minutes after the game. This small talk was the data that I examined. Both the videotapes and transcripts of the tapes were used in analyzing the data.

Treatments-by-subjects analyses of variance were executed in examining differences across groups for the two variables of lexical diversity and language intensity. Matched-pair *t*-tests were used to discover differences in the use of "we-terms" and in elements of verbal and nonverbal codes. Generalizations about the social contexts of the two relationship types were made as a result of systematic observations of what dyads within the experimental conditions seemed to be socially constructing.

Results indicated that there were no significant differences across groups in lexical diversity or in language intensity. For the "we" variable, intimates used "we" as "you and me" significantly more than did strangers. Strangers, however, used "we" as "me and someone else" significantly more than did intimates. Several elements of verbal and nonverbal codes were different across conditions. Intimates engaged in more incomprehensible utterances and greater amounts of sarcasm. Intimates also engaged in more touching, gesturing, and spatial invasion of the partner than did strangers. Strangers engaged in longer, extended responses to inquiries, less eye gaze and smiling and, in general, exhibited more politeness and formality than did intimates.

Results were couched in terms of the different social realities constructed by people within different relationships. These findings were related to Simmel's ideas on social form, and were discussed in light of relevant theory in interpersonal communication and in relationship development.

VERBAL CHARACTERISTICS OF INTERPERSONAL CONFLICT FROM PARTICIPANT AND OBSERVER PERSPECTIVES

Order No. DA8212646

WALN, VIRGINIA GAIL, PH.D. *University of Washington*, 1981. 175pp.
Chairperson: Professor Thomas M. Scheidel

This investigation explored two questions: (1) What are the verbal communication behaviors characteristic of interpersonal conflict when level of conflict intensity is judged by participants? and (2) What are the verbal communication behaviors characteristic of interpersonal conflict when level of conflict intensity is judged by observers? Conflict was defined in this study as an interaction that occurs when salient values are threatened. Communication behavior in conflict was conceptualized as behavior to defend self. Videotapes of 37 dyadic conflict interactions were examined. Intensity of conflict, as perceived by participants and observers, was determined by an average of perceived affect intensity and interaction intensity. Three categories of dependent variables were observed: (1) agreements-disagreements; (2) questions; and (3) measures of verbal intensity. The results indicated some significant results for all categories of dependent variables. In general, a positive relationship was found between level of conflict intensity and amount of defensive behavior for both participants and observers. Similar results were found for participant and observer perceptions of level of conflict intensity, suggesting that the measurement of intensity of conflict by averaging intensity of affect and intensity of interaction permits one to consider conflict from participant and observer perspectives as very similar communication phenomena. The significant results further suggest that the phenomenon tacitly labeled "conflict," both participants and observers, can be identified by interaction intensity and affect intensity *and* that similar defensive communication behaviors can be observed that vary for level of conflict intensity. The present study has provided a basis for systematic and accumulative research in the area of interpersonal conflict.

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